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ABSTRACT

A survey of users of the teachers' library at the San Diego County Department of Education was conducted to assess the level of effectiveness of the library's collection and services in four general areas: (1) professional literature and curriculum collection, (2) publications from the professional resource and development service, (3) textbook display centers, and (4) online search services. Summaries of the responses to the 120 questionnaires which were returned are provided for each of the questions. Appendices include a copy of the questionnaire and samples of several library publications: Curriculum Currents (an annotated bibliography); Noteworthy Practices (a newsletter); and selected bibliographies on competency based education in California, economic education, hemispheric dominance, education vouchers, teaching spelling, team teaching, and year round schools. (JEG)

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ED175478

AN EVALUATION OF SERVICES
OF THE
COUNTY SCHOOLS PROFESSIONAL TEACHERS' LIBRARY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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by

Michael Arsulich
Librarian

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TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Professional Resource and Development Services
Instructional Resource Center
Department of Education, San Diego County
6401 Linda Vista Road
San Diego CA 92111

MAY 1979

IR007652

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INTRODUCTION

Recent research shows that in a school year only two percent--or only 1 in 50--of public school teachers are new to the teaching profession. As the corps of teachers becomes older and farther removed from their own schooling, the need becomes greater for continuing education.

More is expected of a teacher today; the demands made on a teacher's knowledge is greater in view of the many changes in technology, cultures and social movements. Teachers must keep abreast of the latest educational materials and techniques, as well as be in tune with today's students, to function effectively in the classroom.

To promote career-long learning for their teachers, school districts worldwide are developing inservice programs such as teacher centers and professional education libraries. These centers and libraries help clarify social issues, technological advancements and teaching methods which can improve a teacher's general background and help keep it up to date. In San Diego County, this service is provided by the teachers' library at the San Diego County Department of Education. It has been cited by the American Association of School Librarians as being one of the top teachers' libraries on the West Coast. This report shows the results of an evaluation of the materials and services that are operated for educators in San Diego County. There are generally four areas that will be considered in this report. They are: 1) the professional literature and curriculum materials; 2) the textbook display units; 3) the various publications produced by the library; and 4) research services.

Teachers and administrators were asked to respond to several questions related to the materials and services of the four general areas of the teachers' library. They were asked to divulge their opinion on these areas on a scale of Outstanding, Good, Average, Poor, and Unable to Comment. The researcher prepared a questionnaire which was sent randomly to library users of 43 school districts in San Diego County. Two hundred questionnaires were sent and 120 persons answered. This indicated a 60 percent return of those who had used the library facilities.

RESULTS OF USER SURVEY
PROFESSIONAL RESOURCE AND DEVELOPMENT SERVICES
May 1979

MATERIALS

1. Quality of Materials

All professional and curriculum materials are selected from the recommendations in professional education journals or from district staff and department of education staff recommendations. How would you rate the quality of materials in the collection?

31% - Outstanding
63% - Good
6% - Average

Comments:

Quality of what you have is excellent, but it is rather limited in scope and depth. New materials are not available without a long wait.

2. Appropriateness of Materials Requested

Materials are often ordered on the request for materials form or by telephone. Sometimes specific titles or authors are not indicated or given. Sometimes merely a topic is provided. We try to fill the request as best we can. When materials were sent to you, how appropriate were they to the area requested?

70% - Outstanding
29% - Good
1% - Average

Comments:

Mrs. Smith and her staff have always been very helpful.

3. Renewal Policy

Materials are provided in unlimited quantities to our patrons for one month with one renewal for a second month, if requested. How do you evaluate this policy?

66% - Outstanding
34% - Good

Comments:

Makes for a lengthy wait.
This is an outstanding service.

4. Delivery of Materials

Materials requested by message form or telephone are delivered within one week after the request has been made via delivery truck to school districts. How do you evaluate this procedure?

54% - Outstanding
42% - Good
4% - Average

TEXTBOOKS: INSTRUCTIONAL MATERIALS DISPLAY UNITS

The County Department of Education provides a display of state adopted textbooks for grades K-8. The Mobile Instructional Materials Display Unit also contains state adopted textbooks for grades K-8. It is scheduled on school sites in most of the districts in the county. How do you evaluate the Instructional Materials Display Center's approaches to making materials available for you to examine?

56% - Outstanding
35% - Good
5% - Average
4% - Poor

Comments:

Yes, but only from waiting list - one day notice.

PUBLICATIONS

1. CURRICULUM CURRENTS

CURRICULUM CURRENTS is published every other month by the department of education. The purpose of this publication is to acquaint educators with some of the new materials acquired by Professional Resource and Development Services so that educators may use them for their professional growth. As an educator, how do you evaluate this publication?

40% - Outstanding
47% - Good
3% - Average

Comments:

Usually not available.

2. NOTEWORTHY PRACTICES

NOTEWORTHY PRACTICES is an infrequent publication that highlights exemplary, innovative classroom practices within the county. We publish these materials so that teachers may visit these practices during inservice "growth" days. How do you evaluate this publication?

42% - Outstanding
51% - Good
7% - Average

Comments:

Make more accessible to the classroom teacher.

3. Bibliographies

We also publish bibliographies on many current topics of educational interest. "Magnet Schools," "Education Vouchers," and "Year-Round Schools" were published this year. These bibliographies are compiled so that users can research educational topics that interest them. They are added to the CURRICULUM LIBRARY BIBLIOGRAPHIES that is in the professional collection of your school library. How do you evaluate the bibliographies?

51% - Outstanding
47% - Good
2% - Average

ERIC COMPUTER SEARCH SERVICES

1. Availability of Search Services

On-line computer search services are available to public school educators within San Diego County at no charge to the requestor. How do you evaluate this service?

88% - Outstanding
11% - Good
1% - Average

Comments:

Very expensive if for one person's use (individual) as opposed to institution.

2. Assistance in Defining Search Problem

How would you rate the assistance you were given in defining your problem in the ERIC computer language?

74% - Outstanding
24% - Good
1% - Average
1% - Poor

3. Assistance in Computer Language

In preparation to your research problem, you were given information in regard to the descriptors, or computer language, that the computer would accept. How would you rate the assistance you were given?

77% - Outstanding
19% - Good
3% - Average
1% - Poor

Comments:

*** (three stars) very outstanding.

4. Related Research Studies

How would you evaluate the computer search in citing research studies that were related to your problem?

53% - Outstanding
36% - Good
4% - Average
7% - Poor

5. Assistance in ERIC Journals

How would you evaluate the information given you to work with Resources in Education (RIE) and/or Current Index to Journals in Education (CIJE)?

56% - Outstanding
40% - Good
3% - Average
1% - Poor

6. Objectives of User

How helpful did you find the search process in meeting your objectives?

60% - Outstanding
31% - Good
3% - Average
6% - Poor

GENERAL COMMENTS

The young woman named Nancy who works with ERIC was invaluable in her assistance to me. I requested help from another person and received no help but a great run-around. Nancy was truly wonderful and I'm glad of the opportunity to say so. She did so much more than she needed ever to do. She followed up with info and materials discovered at a later date. Be nice to her, she is a definite asset.

J. Smith always does an excellent job! The other workers have been very helpful also. Thank you.

Have appreciated Mrs. Smith's great assistance on numerous occasions. It's too bad that Escondido is a long drive from the County Ed Center as I would use the facilities more frequently if it were closer.

My compliments to Mike Arsulich and staff. The service is superior to any resource center that I have ever used.

This survey - was it necessary? It appears like an expensive instrument. How valuable is it to you? We should start thinking about making all the savings we can before it is done for us.

The personnel were very helpful - often beyond the call of duty. I cannot commend them highly enough for the time saved!!!

Computer search employees were tremendous and very helpful. Materials were promptly delivered.

The Instructional Resource staff has been very helpful in enabling me to complete my research for my Ryan Reading Specialists and Administrative credentials. The materials are sent out to your school promptly. I also appreciate the book renewal procedures. The staff members have always been very courteous and cooperative.

I've used the on-line computer search for four research papers and I appreciate this service immensely. Everything is so much more convenient than at San Diego State. Also, I appreciate your having the SDSU periodical print-out. It saves much time. How about an inter-library search loan process for periodicals not owned by your or State?

I have utilized the services of the Instrucional Resource Center and have found Mike, Jean, and the rest of the staff to be accommodating, efficient and always willing to go to extremes to supply my needs. Their assistance has been invaluable and I appreciate the opportunity to evaluate the outstanding services they provide.

SUMMARY

Teachers and educators that used this service felt that the services provided by the Professional Library were extremely helpful in solving their problems or helpful in working toward papers in their graduate course work. Many indicated the service personnel of the department were extremely helpful in many ways.

CONCLUSIONS

1. Over 90 percent of the respondents felt the service of the library to be outstanding or good.
2. About two-thirds of our clientele have never seen the publications of the library.
3. The ERIC services seem to be utilized more than the other areas of the library.
4. From this data, roughly four out of five users used the ERIC service.
5. Some users indicated that some type of inservice should be given on all of the areas available to the educators of the county.
6. Information on the materials and services of the library should be carefully examined to see if the message is getting through.

One comment, in the opinion of the author, seems important and is hereby quoted:

"As a school principal on the front lines we need the resource support the County Office can provide. Example: Vandalism was a concern in our school. I called Mike. Within the week I had some super material that really helped. I shared it with the vice principal and custodial staff. We implemented some of the ideas and to this date we have had next to no serious vandalism! (An unbelievable turn around.) Question: How many principals could (but don't) take advantage of this fine county service?"

RECOMMENDATIONS

1. The County Superintendent of Schools Office should continue to provide resources to support the professional development of the library.
2. Positive steps must be taken to promote the available resources and services of the library through the various county publications.
3. The materials must be strengthened in breadth and scope in curriculum and professional literature.
4. The library should state its goals explicitly and devise methods for periodic evaluation of its accomplishments and shortcomings as related to those goals.
5. Clients should be inserviced in how to use the library.
6. Positive steps must continue to increase the skills of the staff so that the library remains in the high esteem of its clientele.
7. The librarian should provide a periodic review of the assessments of library holdings and services.
8. Some time should be allotted to present library skills for educators on the research level.

APPENDIXES

APPENDIX I

SURVEY INSTRUMENT

Superintendent of Schools

DEPARTMENT OF EDUCATION

SAN DIEGO COUNTY



6401 Linda Vista Road
San Diego, CA 92111
(714) 292-3500

May 1, 1979

Dear Educator:

Your name has been chosen as one of many users of Professional Resource and Development Services, Instructional Resource Center, San Diego County Schools Office.

This is an evaluation instrument. Can you devote a few minutes of your time to help us in the evaluation of our services?

Please use check mark on the scale of each question for the service you have used. Your comments, of course, will be of interest to us.

Return the completed evaluation instrument in the enclosed envelope. Your name is printed on the sheet stapled to the survey. Upon receipt of the survey, it will be detached and discarded. If we have not heard from you by May 11th, we will send you another evaluation instrument.

Thank you.

PROFESSIONAL RESOURCES USER SURVEY

A. Materials: Professional and Curriculum

If you have received professional or curriculum materials, please answer the following questions. If not, please go on to Section B.

Outstanding
Good
Average
Poor
Unable to comment

All professional and curriculum materials are selected from recommendations in professional education journals or from district staff and department of education staff recommendations. How would you rate the quality of materials in the collection?

Materials are often ordered on the request for materials form or by telephone. Sometimes specific titles or authors are not indicated or given. Sometimes merely a topic is provided. We try to fill the request as best as we can. When materials were sent to you, how appropriate were they to the area requested?

Materials are provided in unlimited quantities to our patrons for one month with one renewal for a second month, if requested. How do you evaluate this policy?

Materials requested by message form or telephone are delivered within one week after the request has been made via delivery truck to school districts. How do you evaluate this procedure?

B. Textbooks: Instructional Materials Display Units

If you have visited one of our textbook displays, answer the following questions. If not, please go on to Section C.

The County Department of Education provides a display of state adopted textbooks for grades K-8. The Mobile Instructional Materials Display Unit also contains state adopted textbooks for grades K-8. It is scheduled on school sites in most of the districts in the county. How do you evaluate the Instructional Materials Display Center's approaches to making materials available for you to examine?

Outstanding
Good
Average
Poor
Unable to comment

C. CURRICULUM CURRENTS and NOTEWORTHY PRACTICES

If you have read CURRICULUM CURRENTS and/or NOTEWORTHY PRACTICES, answer the following questions. If not, please go on to Section D.

CURRICULUM CURRENTS is published every other month by the department of education. The purpose of this publication is to acquaint educators with some of the new materials acquired by Professional Resource and Development Services so that educators may use them for their professional growth. As an educator, how do you evaluate this publication?

NOTEWORTHY PRACTICES is an infrequent publication that highlights exemplary, innovative classroom practices within the county. We publish these materials so that teachers may visit these practices during inservice "growth" days. How do you evaluate this publication?

We also publish bibliographies on many current topics of educational interest. "Magnet Schools", "Education Vouchers", and "Year-Round Schools" were published this year. These bibliographies are compiled so that users can research educational topics that interest them. They are added to the CURRICULUM LIBRARY BIBLIOGRAPHIES that is in the professional collection of your school library. How do you evaluate the bibliographies?

D. ERIC — Computer Search Services

If you had a computer search run for you, please answer the following questions.

On-line computer search services are available to public school educators within San Diego County at no charge to the requestor. How do you evaluate this service?

In preparation to your research problem, you were given information in regard to the descriptors, or computer language, that the computer would accept. How would you rate the assistance you were given?

How would you rate the assistance you were given in defining your problem in the ERIC computer language?

Outstanding

Good

Average

Poor

Unable to comment

How would you evaluate the computer search in citing research studies that were related to your problem?

How would you evaluate the information given you to work with Resources in Education (RIE) and/or Current Index to Journals in Education (CIJE)?

How helpful did you find the search process in meeting your objectives?

Comments on any of the above

APPENDIX II

CURRICULUM CURRENTS

Curriculum Currents

INSTRUCTIONAL RESOURCE CENTER

VOL. 7, NO. 4, APRIL 1979

ON THE BOOKSHELVES

Appelbaum, Judith
HOW TO GET HAPPILY PUBLISHED. Harper & Row,
1978

Everything you need to know about publishing -- from the time you begin your manuscript to the time you actually reach your readers -- is included in this book. It explains the editorial, production, and promotional processes, and it directs you to resource materials that teach you how to write, gain entry into publishing firms, save, earn, and win money in publishing. Also, the book reveals vital information about agents, audiences, copy editing, and how you can publish yourself.

Ban, John R.
VIOLENCE AND VANDALISM IN PUBLIC
EDUCATION: PROBLEMS AND PROSPECTS.
Interstate, 1977

This is a shocking yet useful document that takes a hard look at the problem of violence and vandalism in the public schools and offers suggestions for combating the trend. Therein lies the book's value. Besides listing school crime statistics, it describes programs successfully operating in school districts across the nation that seek to cut into the alarming statistics. For combating vandalism, the book offers a number of alternatives.

Beach, Don M.
REACHING TEENAGERS: LEARNING CENTERS
FOR THE SECONDARY CLASSROOM. Goodyear,
1977

The call for reform of secondary education has been made and documented extensively in recent years. Secondary schools are enrolling students who have been through an elementary program which utilized learning centers, and secondary teachers are beginning to ask, "How can we develop a learning center approach for the secondary classroom?" The key to the success of any program is the commitment and dedication of the classroom teacher, and it is no different for learning centers. The activities in this book provide a step-by-step explanation of the mechanics of building a center, selecting the activity to go in the center, and evaluating learning outcomes.

Copperman, Paul
THE LITERACY HOAX. Morrow, 1978

Without educational jargon, Copperman lays out his reasons why American education has fallen onto such hard times: open education, poor teaching, and others.

OPEN DAILY -- MONDAY-FRIDAY, 8:00 A.M.-5:00 P.M., TELEPHONE 292-3556, 292-3557.
OPEN EVENINGS -- MONDAYS and THURSDAYS, 5:00-9:00 P.M., TELEPHONE 292-3556, 292-3557.

Fine, Louis
"AFTER ALL WE'VE DONE FOR THEM":
UNDERSTANDING ADOLESCENT BEHAVIOR.
Prentice-Hall, 1977

Focusing on the root causes that make communication between parent and child so often impossible, this book explores such worrisome issues of adolescence as family conflicts, school problems, sexual behavior, drugs, depression, the impact of divorce, obesity, and many more. It addresses itself to all the most frequently raised questions on today's adolescent behavior. AFTER ALL WE'VE DONE FOR THEM can help parents and teachers distinguish between normal and abnormal problems, and provides reassuring insights that will promote better communication across the generation gap.

Hennig, Margaret
THE MANAGERIAL WOMAN. Anchor, 1977

Men and women may enter the world of work with similar goals but they have very different assumptions and take very different approaches to achieving these goals. The author explored what men and women bring to a job and why a young woman in comparison with her male counterpart is often at a disadvantage when it comes to advancement. On the job, the impact of difference is real and the authors trace the typical female/male attitudes toward responsibilities, pressures, opportunities for advancement, and the ability to identify a career future within a company.

Howard, Eugene R.
SCHOOL DISCIPLINE DESK BOOK. Parker, 1978

Eugene Howard's no-nonsense approach is straightforward, practical, and refreshingly to the point. With the premise that students have a right to an orderly, positive learning environment, Howard goes right to the heart of proven solutions for every discipline problem that elementary and secondary administrators confront -- from fracasas to felonies and everything in between.

Orfield, Gary
MUST WE BUS? The Brookings Institution, 1978

After ten years of research, the author's answer to the title's question is "yes." His position rests on two assumptions: first, the courts will continue to require urban desegregation; and second, successful integration is imperative for American society. The author concludes that there is no practical alternative to busing in carrying out desegregation, but he does offer many options for federal policymakers.

IN THE PAMPHLET BOXES

Aitken, Johan L.

ENGLISH AND ETHICS: SOME IDEAS FOR
TEACHERS OF LITERATURE. Ontario Institute
for Studies in Education, 1976

In addition to a preface and an introduction that provide a rationale for the combined study of English and ethics, this booklet presents several chapters which suggest specific literary works to be used for illuminating certain ethical propositions. A conclusion stresses the importance of sound reasoning in literary criticism and in ethical decision making. Additional charts are provided that define "ultimate life goals and literature" for grades 7 and 8 and for grades 11 and 12.

American Library Association

THE NEW COPYRIGHT LAW: QUESTIONS
TEACHERS & LIBRARIANS ASK. 1977

The 1976 general revision of the United States copyright law (Public Law 94-553) sets limits on what copyrighted materials may be copied, under what conditions, and for what purposes. This handbook presents some highlights of the new law that are of particular interest to teachers and librarians and responds to questions that teachers and librarians have raised about it. The booklet describes the "fair use" provision that permits teachers to use copyrighted works without paying the copyright holder; provides guidelines for classroom copying of copyrighted materials; tells how the law applies to uses of educational media and technology; discusses library copying; and explains the provision that protects a teacher or librarian who has innocently infringed copyrighted material.

Tiedt, Iris M.

SPELLING STRATEGIES. Contemporary, 1975

This booklet, one of a series of teacher aids exploring the practical aspects of teaching, provides guidelines and techniques for encouraging spelling accuracy. Encoding English, the Initial Teaching Alphabet, understanding spelling, and the spellings of English sounds are discussed. Strategies for improving spelling include the use of word lists, word brackets, riddles, spelling rules, and dictionary games. In addition, the teaching of phonemes, word structure, prefixes, suffixes, and phonograms is examined. A booklist of resources designed to motivate interest in words completes the booklet.

U. S. Department of Health, Education and Welfare
EDUCATION IN ACTION: 50 IDEAS THAT WORK.
1978

This booklet contains 50 short stories describing successful education programs. Many sparked feature stories in local newspapers and on radio and television programs. They represent a broad range of education ideas which in the past few years have brought improved learning opportunities to thousands of young people. Areas covered are reading, language arts, math, early childhood, career and vocational education, handicapped, and bilingual.

FROM THE ERIC MICROFICHE DOCUMENTS

ED 156 971

Berkove, Gail

RETURNING WOMEN STUDENTS: A STUDY OF
STRESS AND SUCCESS. 1976 17 p.

Descriptors: Adult Students, Females, Married Students,
Personal Growth, Stress Variables, Success Factors.

ED 157 098

Gage, Thomas

COMPOSING: THE ART OF LETTING YOUR RIGHT
BRAIN RECOGNIZE WHAT YOUR LEFT BRAIN IS
RECALLING. 1977 16 p.

Descriptors: Cerebral Dominance, Composition
(Literary), Educational Problems, English Instruction,
Neurological Organization, Thought Processes.

ED 158 409

McCluskey, Lawrence

CLASS SIZE OR MODE OF INSTRUCTION: WHAT
MAKES THE DIFFERENCE IN CLASSROOM
PROCESS? 1978 14 p.

Descriptors: Class Size.

ED 158 702

Orlich, Donald C.

THEY STILL USE TEXTBOOKS -- DON'T THEY?
SELECTION AND CRITERIA FOR EVALUATION.

Descriptors: Criteria, Elementary, Secondary Educa-
tion, Guidelines, Textbook Evaluation, Textbook
Selection.

ED 158 176

Quenon, Betty

GROWING UP IS VERY HARD TO DO! BENEFITS
OF AN ELEMENTARY COUNSELING PROGRAM.
1977 34 p.

Descriptors: Counselor Role, Delivery Systems,
Elementary School Counseling, Elementary School
Counselors, Pupil Personnel Services.

ED 157 603

RESPECT FOR RULES AND LAWS: HELPING
YOURSELF AND OTHERS: A K-2 TEACHING
SYSTEM. 1969 72 p.

Descriptors: Citizenship Responsibility, Cooperation,
Elementary School Curriculum, Prosocial Behavior,
Teaching Guides.

ED 158 333

Shane, Harold G.

CLASSROOM-RELEVANT RESEARCH IN THE
LANGUAGE ARTS. 1978 160 p.

Descriptors: Educational Research, English Instruction,
Language Arts, Language Research, Reading Research.

APPENDIX III

NOTEWORTHY PRACTICES NEWSLETTER

NOTEWORTHY PRACTICES

in Schools of San Diego County

A Communique of



Superintendent of Schools • DEPARTMENT of EDUCATION, SAN DIEGO COUNTY

VOL. 2, NO. 1

APRIL 1979

BONSALL: Teacher Talent

Bonsall School enjoys a wide range of teacher talent. Principal Norman Sullivan has conferred with the teachers there to think of a way for the children to benefit from these special talents. The result of their conference is an exploratory program for fourth and fifth graders, to take place one hour every Friday. The children are eager to find out about new subjects, and the teachers are eager to offer classes that reflect their talents or interests.

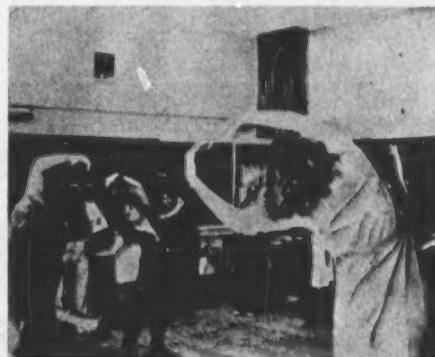
Students choose from among subjects as the care and training of horses, gymnastics, nature study, "scrounge" craft (making things with materials that one finds), coed team sports, folk dancing, Glee Club, and model-building. After one quarter, the students may choose another subject.

The children love it, says teacher Mary Price. They think of the Friday hour as a special treat. It is, in fact, a reward for their being good boys and girls.

Because of their participation in the program, the students also take part in community activities and take advantage of community resources. For example, they may visit the local horse training ranch or join in the community music festival.

A videotape of the elective program was presented on March 20 at the Bonsall Audiovisual Fair at Bonsall School.

For more information contact: Bonsall School, Bonsall Union School District, Old River Road, P.O. Box 3, Bonsall CA 92003; 758-0141.



SAN DIEGO: Structure of the Intellect

Gifted children sometimes receive less attention than they deserve at school because the needs of other children can appear more urgent. Leif Ericson School, however, provides the gifted from five feeder schools in the district with a program of their own. The children, grades 3-6, are being taught under a system called Structure of the Intellect (SOI).

SOI develops critical thinking in a systematic way. It dissects the thinking process into five major areas: cognition, memory, convergent production, divergent production, and evaluation. It analyzes the kinds of content in general varieties of information such as the figural, symbolic, semantic, and behavioral. The system also defines six classes of "products" or results obtained by the processing of information.

Essential to the program is the administration of the SOI Learning Abilities Test. Unlike conventional tests of verbal-numerical abilities, this test assesses intellectual strengths and weaknesses. From the profile obtained of each child—and SOI is applicable to all children, not only the gifted—an individualized remedy is prescribed.

Teachers like Mary Lou Bednasek are specially trained in this system. Patricia Markle and Janice Bennett have prepared a guide to SOI, which includes activities that they have created as well as commercially prepared ones.

For more information contact: Leif Ericson School, San Diego Unified School District, 11174 Westons Hills Drive, San Diego CA 92126; 271-0505.

VALLECITOS: Inquiry Education

Through the efforts of Coordinator Lauretta Chamness and enthusiastic members of the Rainbow community, Vallecitos School is maintaining a unique elective program. Along with the traditional electives of music and art, the fourth, fifth, and sixth graders have a chance to explore—inquire about—other areas that fascinate children. "We want to have educational activities that are one step above 'fun and games,' but a step below homework," explains Principal Geoffrey Teall, who is responsible for originating and developing the program.

Kite-making is giving the program a flying start, so to speak; next, a weaving class is taught by parent Jeanette Duarte. The students learn first aid from fire fighter Charlotte Andre, ecology with volunteer Eleanor Rooney, natural materials craft from Della Robis, and all about the whales and the bees from School Council President Sue Snively and Fallbrook beekeeper Mike Matcham.

Inquiry Education gives the students other dimensions in learning besides the academic. It helps them discover that learning is enjoyable and strengthens the bonds between school and community.

For more information contact: Vallecitos School District, 5211 Fifth Street, Fallbrook CA 92028; 728-7092.





LEMON GROVE: Silent Reading

Everybody at Monterey Heights School takes reading seriously. At 8:55 a.m., silence reaches into every corner of the campus. Although activity seems to have stopped, Silent Reading has begun. For at least ten minutes, the children read, the principal reads, the nurse reads; the custodians, secretaries, and aides read.

Frank Patrick, principal, says that the idea for the program came up during a faculty meeting. The school has always emphasized reading, but now it has a method that makes children see that reading is important to everybody. And the students can read anything they want to. Many of them bring their own material; others continue their reading of school assignments. Even the pre-readers read: kindergartners look at their picture books and work on relationships and sequencing.

A new esprit seems to be developing among the children of all grades at Monterey Heights. "It's neat," one student reports, "for all of us to do the same thing at the same time." How do the children know whether Mr. Patrick reads? Every day, three of them read with him in his office.

For more information contact: Monterey Heights School, Lemon Grove School District, 7550 Canton Drive, Lemon Grove CA 92045; 469-0159.

ESCONDIDO: Welcome to Your Mouth

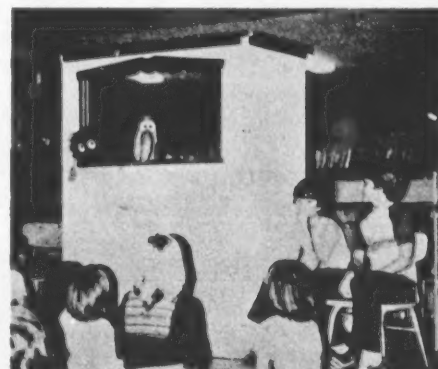
Dental care has long been a part of the elementary school program, but Nurse Alice D'Amelio and Teacher Tom Kuhns have a new approach to health education—the students are the teachers. Kuhns' fifth graders plan, write, and produce a program called "Welcome to Your Mouth," which is presented to all classes on all grade levels at Conway School. The program consists of a puppet show, hand-drawn charts and pictures, a film, creative dialogue, and models of teeth that explain how "incisors cut, cuspids tear, and molars grind."

The children in the program have greater learning retention because they have become actual proponents of dental care. Children in the audience also retain more because the peer presentation commands greater attention.

D'Amelio initiated the program by first giving an in-class demonstration and lecture on the care of teeth. Later the class is divided into interest groups for preparing the program. The students take it from there. Kuhns remarks that there is no "teacher polish" in their performance—quite an accomplishment for such a smooth presentation.

The need for dental education in the elementary school has become greater with the advent of working mothers. Because some children are making their own meals, there are too many sweets in lunchboxes these days and too many cookies for breakfast. The child has to be taught to be responsible for his or her own teeth.

For more information contact: Conway School, Escondido Union School District, 1325 Conway Drive, Escondido CA 92027; 747-1880.



RANCHO SANTA FE: Writing With a Purpose

Written composition at Rancho Santa Fe School seems more exciting and more glamorous than it does at some other schools. Directed by Bill Spivey and supported by an enthusiastic and creative staff of teachers like Barbara Seymour, Lenor Meyer, Donna Spaulding, and Jennifer Hall, the program motivates the students to write by providing them with a goal of "publication" or recognition. The students are made aware of an audience that extends beyond their teacher to their peers, their parents, the community—and Governor Brown, who called the school twice in response to student letters.

The children have daily writing assignments. Each assignment is preceded by pre-writing activities, which always include class discussions and may include films, stories, background materials, or speakers. The students' written work then goes through a series of critiques and revisions. Parents check and sign their children's papers; peer groups in "Reader Rounds" discuss the compositions; teachers assess the work; parent volunteers provide in-school oral evaluations and sometimes, as in the case of Linda Charman, creative writing expertise.

The students are encouraged to write with a particular goal in mind, whether it is to win an essay contest or simply to complete their own "book" of writings by the end of the school year.

The school has many channels for its students' writing besides the class and school booklets that are assembled each year. Community organizations—the Rancho Santa Fe Book Club, *Ranch and Coast Magazine*, the Daughters of the American Revolution, Chaparral Poets, the Animal Care Center, and the Rotary Club—have aided the program by providing several kinds of recognition for the young writers, including writing contests and awards.

For more information contact: Rancho Santa Fe School District, La Granada and Avenida de Acacias, P.O. Box 809, Rancho Santa Fe CA 92067; 756-1141.

LAKESIDE: Laboratory Success

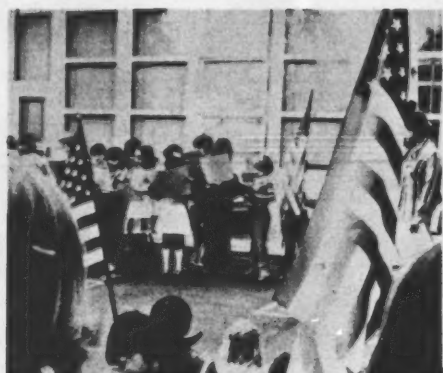
Before the new Reading Lab, there were only English classes to cope with reading problems at Tierra del Sol. Reading was taught by English teachers who had little time to spend with students in the lowest quartile. Now these students receive assistance and attention. They are no longer frustrated by poor comparison with others, and no longer unhappy, because they are meeting with a degree of success they have never experienced before.

As Reading Specialist Diana Adams explains, the lab work is individually programmed so that the students can progress at their own rate and can be tested against themselves. The students are tested every thirteen days so that they can advance to the next level as soon as possible.

The lab is arranged into fourteen "stations," each of which represents a different activity. There are, for example, *Readers Digest* materials, vocabulary building, the controlled reader, and "Hits"—learning phonics skills through rock songs. In every lesson, the children learn by hearing, seeing, and writing. All work done at the lab is programmed for self-correction.

Whereas other reading programs require heavy expenditures in manpower and money, this program requires a modest expenditure and offers continuous progress for the greatest number of students. Neither is there any stigma attached to the lab. Mrs. Adams reads the same stories to her lab students that the English classes of their peer groups are reading. In that way, the lab students can discuss the same material with their friends. Moreover, when they reach their own grade level, they leave the lab to return to their regular classes.

For more information contact: Tierra del Sol Middle School, Lakeside Union School District, 9611 Petite Lane, P.O. Box 578, Lakeside CA 92040; 443-0555.

**FALLBROOK: Highlighting Historical Significance of Holidays**

Students at Maie Ellis School gather in the courtyard for their Washington's Day Program. A program guide tells about the adventures and accomplishments of our first president. Mrs. Norton's class leads the school in the flag salute and then in choruses of historical songs like "Yankee Doodle," "You're a Grand Old Flag," and "America the Beautiful." Other patriotic songs that everybody used to know are also being taught in these group sing-alongs.

All assemblies are planned and created by student volunteers. The students are eager to have a chance to perform before the school, and all the children develop a sense of community and national identity. These are just some of the larger benefits of Principal Delos Eyer's special assemblies, although the major reason for them is to explain and heighten the historical significance of the holiday.

The assemblies are such fun that the faculty is literally getting into the act—they and members of the staff are going to perform at the upcoming Easter Surprise assembly.

For more information contact: Maie Ellis School, Fallbrook Union School District, 400 W. Elder, P.O. Box 698, Fallbrook CA 92028; 728-8477.

SAN MARCOS: Total Reading

Students at Woodland Park School are participants in an unusual success story. Principal Robert Ewalt has introduced a reading program that has carried the second grade class from its 36th percentile ranking on the Entry Level Test of the California Assessment Program to the 88th percentile. This startling two-year improvement in the reading performance of the children is attributed to what is called "Total Reading." It's a unified language arts program for the primary grades (kindergarten through third) which integrates reading, writing, spelling, and speech. It uses a phonetic approach to reading that provides an oral basis for each unit of study. Although the program encourages self-reliance and individually-paced learning, advanced and less mature students are provided for in special courses of study. There is even a parents' handbook about the program which makes parental reinforcement in the home possible.

Woodland Park supplements its program with remediation for auditory perception difficulties, vision perception difficulties, and motor coordination problems. A reading laboratory and a school library circulates books keyed to the five levels of study in Total Reading. The school also has a unique two-year teacher rotation plan. Teachers keep their students for two years—kindergarten and the first grade, or the second and third grades. Teacher rotation gives the students more psychological stability at school, as well as more profitable learning time, because it eliminates the yearly adjustment period.

The success at Woodland Park, says Ewalt, is directly related to the program. The improvement made in reading scores has occurred despite lack of outside funding, no prior faculty experience with the program, overcrowding, and high student mobility.

For more information contact: Woodland Park School, San Marcos Unified School District, 1220 Rock Springs Road, San Marcos CA 92069; 747-5442.





SANTEE: Food for Thought—Nutrition Education

Not much is usually done about nutrition education on the elementary level, but Donna Warner's classes at Chet Harritt School are more fortunate than most. One group in each of the grade levels kindergarten through sixth attends the nutrition class once a week. On some Fridays the children even get to cook. They learn to follow recipes and mix ingredients, although the teachers are careful to keep them from operating any potentially dangerous equipment. The best part of the cooking class, according to the students, is eating—cottage cheese pancakes, for instance topped with applesauce.

Nutrition education is not new to Santee School District, but these classes are being conducted for the first time at Chet Harritt. Workshops are held for staff and parents as well. This nutrition program, which is funded by the State, will become a model for similar programs throughout the district.

The classes are taught the four basic food groups, sanitation, good food choices, and consumerism. They also learn about the digestive system. The older children advance to the study of cells. Ethnic foods are introduced at food-tasting sessions—the stranger the food, it seems, the more curious the child. "Baked beans are not a hot item," says Warner.

Nutrition should be taught to younger children before eating habits take hold. One significant success—the boys and girls insisted on a nutritional snack at their Valentine's Day party.

For more information contact: Chet Harritt School, Santee School District, 8120 Arlette Street, P.O. Box 220, Santee CA 92071; 448-2510.

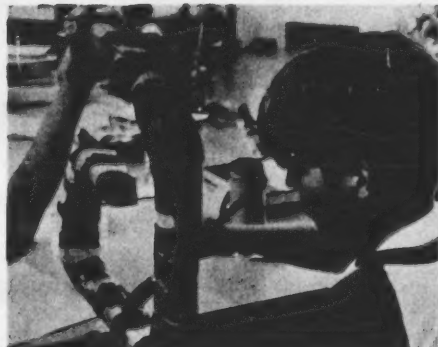
PAUMA: Indian Day

Once a year at Pauma School, the entire student body turns out to honor the school's Indian children, who are 19 percent of the student population. On September 22, all students from the La Jolla, Pauma, and Pauma Yuima reservations participate in an Indian program and celebration.

The Indian children perform tribal dances that have been passed down over generations. They also play games that involve the use of their tribal tongue. Parents of the students help make the day memorable by preparing food from ancient recipes and by demonstrating basket weaving and beadworking. Guests from the community acquaint the children with tribal folklore.

Not only is this a day when the students can wear feathered bonnets and have a lot of other fun, but it's also a unique opportunity to glimpse valuable aspects of another culture.

For more information contact: Pauma School District, Cole Grade Road, Box 106, Star Route, Pauma Valley CA 92061; 742-3323.



CHULA VISTA: Standing Room Only—Creative Arts

Kellogg School became a Creative Arts Magnet to improve its ethnic proportions, but the program has become so desirable that the school keeps a waiting list. The program gives students many vehicles for creative expression—music, drama, art, dance, and creative writing—without sacrificing attention to the basic academic disciplines. The special activities of the program include puppetry, oil painting, all aspects of theater production, ballet, and study of musical instruments.

Every class participates in each activity during the year, but provision is made to encourage interest groups and special talent. Children can meet in small groups, in speciality groups, or by themselves for intensified, personal instruction. There is even provision for eager students who want to work during lunchtime called "Lunch Drop-In."

Resource teacher Jarleen Haney says the school receives the services of resources such as the Old Globe, San Diego Opera, San Diego Ballet, and the Cultural Mosaic Repertory Company. There is excellent support from parents and from community sources like Southwestern College.

The children cannot help cultivating an appreciation of the arts in this environment. They also lost their inhibitions about seeking creative experiences, says Haney. Some of them even develop professional talent.

For more information contact: Karl Kellogg School, Chula Vista City School District, 229 East Naples, Chula Vista CA 92011; 420-4151.

NOTEWORTHY PRACTICES

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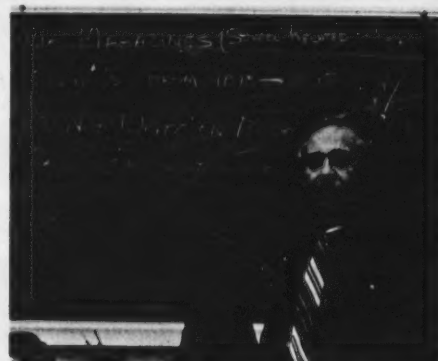
POWAY: In-School Suspension

The discipline problems at Poway High School are no greater nor more unusual than those at any other school, but Paul Hatem, assistant principal, checks them before they turn into major ones. His system is unusual, and it works. When students are referred to his office for disciplinary action, Hatem decides whether the penalty will involve office detention or the suspension room. If the infraction is minor and involves only one of the student's classes, that student remains in a room near the office (nicknamed the "holding tank" by Poway students) to do school work for a few hours. If, however, the student requires more encouragement because his infraction is more severe, he is directed to the in-school suspension room (dubbed "the slammer") for one day or several.

The slammer looks like a study hall made up of the school's most dedicated, industrious students. They are supervised by two teachers and a counselor, in rotation. During the suspension, every student does work assigned by his own teachers. If a student misbehaves, the suspension room teacher has the authority to add another day to the penalty, and the teacher receives full administrative support. The students work steadily and noiselessly until their lunchtime at 10:15, forty-five minutes before the rest of the school eats. They are not allowed to eat junk food, only the nutritionally balanced hot lunch and milk. After lunch, they return to their work until school is over.

The system promises to make Poway a school with fewer disciplinary problems and less truancy. Of the 350 referrals processed since the program began one and a half years ago, only 20 percent of the suspended students have been repeaters. Poway tried other "opportunity programs" which allowed problem students to work at their own pace in special classrooms. The program was so popular, there seemed to be a waiting list for students who wanted to get in. In contrast, the philosophy behind in-school suspension is to make regular classroom attendance a more attractive alternative to punishment. The real punishment in this program is the denial of social interaction with peers—for adolescents, probably the most important aspect of school life.

For more information contact: Poway High School, Poway Unified School District, 15500 Espola Road, Poway CA 92064; 748-0245.



JULIAN: Future Farmers of America

Half of the students at Julian High School are members of the Future Farmers of America. And half the student body passes through the classroom of Ron Morgan, FFA adviser, who manages the largest membership per adviser in California.

The goals of the classroom and the purposes of the FFA go hand in hand to promote excellence in agriculture. Most of the students are members in conjunction with elective courses in agriculture—plant science, animal science, and California agriculture. As part of school and club requirements, the students raise swine, beef, and sheep to enter into project competition in FFA-sponsored activities or at the Del Mar Fair. Many of them are award winners: the "ag" room is lined with trophies.

Throughout the year, the students are involved in all facets of agriculture, from bulldozing land and building stock pens to selling advertisement space in their FFA calendar. They go on field trips, have dances, and organize team sports with the other sixteen FFA clubs in the county. During FFA Week, in February, the club plans daily activities such as a greased pig contest or a petting zoo that attracts Julian tourists.

The FFA membership, despite its restriction to male participants prior to 1960, has attracted many girls. This year, in fact, the president is a girl—senior Marla Lewis.

For more information contact: Julian High School, Julian Union High School District, 1656 Highway 78, Julian CA 92036; 765-0606.

OCEANSIDE: Geography for Everyone

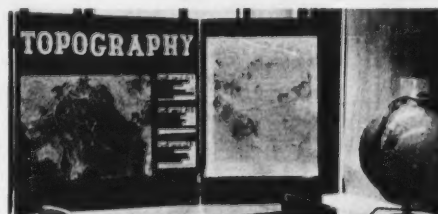
Geography may seem boring to some students, but not for ninth graders at Oceanside High School. Because of the efforts of Bill Christopher and Les Veigel, an incentive program of cultural and physical geography has been created for the individual abilities and interests of the students.

"We were tired of equating seat time with a grade," says Christopher. He and Veigel organized and wrote courses of study around several "learning centers," such as topography, map study, weather, soils, food, and regional cultures. The two teachers programmed a series of readings and tasks for each learning center, so that the student can pursue his own level of accomplishment within each center. At the completion of the program, the student takes a test.

Grading for these classes is based not only on the test grades but on the performance of the learning center tasks. The students may elect to finish between four and seven of the programs and may also choose to do tasks that require extra work. Credit for these classes is varied depending upon the amount of work accomplished. Students finishing all the work before the end of the semester may use the time to work in other school areas. Next year, the students may be able to begin studies in another subject on the next grade level.

One of the benefits of the program, says Veigel, is that the students assume direct responsibility for their education. Another benefit is their personal satisfaction. Many students say that this geography class is more fun than any other class they have—a third benefit or, shall we say, the ultimate reward.

For more information contact: Oceanside High School, Oceanside Unified School District, First and Horne Streets, Oceanside CA 92054; 722-8201.





SAN DIEGUITO: Media Magic

Excellent materials alone can't make a good media center, but high-quality materials and a high rate of circulation can. Under the supervision of media specialist Nancy Giberson, the Torrey Pines High School Media Center circulates over 800 items a day. This modern facility at the school houses not only books but filmstrips, microfilm viewers and printers, videotape cassettes, sound tape cassettes, mounted art prints, and a quiz-o-matic for game show simulations. The nonbook catalogue alone—compiled and annotated by Giberson—consists of 202 pages. A production room was created from a teachers' conference room to allow students to work on individual projects and offers such equipment as a photocopier, an opaque projector, and a laminator.

Why is this media center so popular? Several reasons. Since the school supports an educational philosophy of independent research, the teachers require use of the center as an integral part of student assignments. Each teacher may send up to four students at a time to do research, and students also come to the center during their unscheduled hours.

The staff at the center encourages the teachers to use the facility by checking over the assignments each teacher plans to make during the year and suggesting materials that might be useful. They also apprise teachers of new publications in their fields and arrange seminars on timely topics for both teachers and students. If there are any materials that seem to go unnoticed, the *Mini Mediator*, a publication of the center, features the item and encourages its use. After a feature article appears, at least four people check it out the next day, says Giberson.

Finally there is a system of media purchasing that is efficiently centralized. Teachers make requests to department chairpersons, who in turn forward them to the center. The centralized budget not only does away with the duplication that occurs when every department keeps its own little closet of materials but also provides an organized method of retrieval.

Because of recent budget cuts, the center faces leaner times; yet there is a bright spot. The school has organized a "Jogathon," in which the students jog for pledges of money from the community. Every runner jogs on behalf of a particular school program, and two champions have already appeared for the Media Center.

For more information contact: Torrey Pines High School, San Dieguito Union High School District, 4140 Black Mountain Road, Del Mar CA 92014; 755-0125.

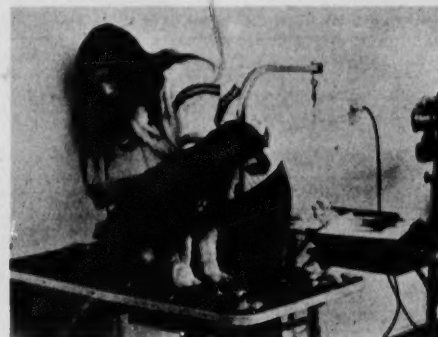
SAN DIEGO: Great Gompers!

Gompers Secondary School boasts an exciting program in science, math, and computer technology for ninth through tenth grades. Students from anywhere in the district may apply to enter the program as long as they have a strong interest in the sciences. The program consists of a broad range of subjects in science and technology: computer science, premedical and predental studies, life sciences, astronomy and space science, mathematics, and the physical sciences.

The Gompers Center offers exceptional advantages not readily available at other schools. Because of integration monies, the school has superior facilities and equipment to support its course offerings. Spectrophotometers, analytical balances, and laser-holographic apparatuses—sophisticated equipment unheard of in most public schools—are available for student use. The school has remodeled several areas to accommodate laboratories and a computer system to which the students have frequent access. An environmental study area has been built for the study of ecosystems, plant and animal life, atmospheric effects, and new gardening techniques. There's even more. Gompers works with the San Diego State University graduate program to bring trained students to the school who assist daily in laboratory work as well as in instruction.

The Gompers Center was originally conceived as a program that would attract students from majority and minority racial groups to achieve a racial balance that reflects the city as a whole. Principal Robert Press is pleased with the integration effort. The students are having their own social gatherings which are—through no school mandate—integrated.

For more information contact: Samuel Gompers Secondary School, San Diego Unified School District, 1005 47th Street, San Diego CA 92102; 263-2171.



BORREGO: Our Town

The sands of time are about to bury Borrego's past, but Lynne Cronyn and her eighth grade social studies class are busily unearthing the remains. This Borrego Springs High School teacher has known the town for many years and remembers when everyone knew everyone else. And everyone knew Borrego's history. Now the oldtimers are dying out and pieces of the town's history are dying with them.

The students want to record the available history before it is forgotten. As they delve into several aspects of Borrego lore—geology, paleontology, Indian culture, and oral history—they discover many resources beyond library research. Although scholarly research is essential to the project, the students get information from field trips to unusual places, from rangers at the Anza-Borrego Desert State Park, and from personal interviews with longtime residents of the area.

The students have turned up fascinating bits of local history. The pioneers could find water practically anywhere in Borrego by drilling down twenty feet with a hand auger—that is, anywhere a water witch divined that there was water. In 1946, the town's postmistress had to pay \$85 a month to rent the space for the post office and the letter boxes. An amateur Borrego paleontologist discovered a hitherto unknown species of ancient zebra in the badlands, which was once lush, subtropical country.



What started out as a social studies project is going to be a published work called *Borego/Borrego and Beyond*. ("Borego" is the old spelling.) The book will be available, no doubt, at the new Visitor Center in the State Park.

For more information contact: Borrego High School, Borrego Springs Unified School District, 2281 Diegueno, Borrego Springs CA 92004; 767-5335.

EL CAJON: Operation Bootstrap

Poor readers at Montgomery Middle School have a chance to hoist themselves up through Operation Bootstrap. Reading teacher Lynn Arneson has devised a language skills program for students in the sixth, seventh, and eighth grades who read two years or more below grade level. The program accelerates the skill development of the students so that they can catch up with the other students. The eventual goal is to have them return to their regular English classes.

Arneson uses basal readers in conjunction with supplementary exercises to develop specific reading skills, and controlled readers. The students read, discuss, and write as they might do in other classes but enjoy more personalized attention than is available to them in a heterogeneous group. Every two weeks the students are tested on their progress and are returned to their English classes when they are ready. Handwriting, too, is part of the course content—not so much to promote the art of calligraphy as to give the students an area in which they readily see tangible improvement in their penmanship.

One of the greatest barriers to learning, according to Arneson, is the students' self-image. If they are failures in reading, they see themselves as failures in life. Reading skills—or lack of them—reflect where the students are, not who they are. And Bootstrap stresses the separation of skills and identity. The program provides these students with a safe harbor from the competition in the mainstream. But the Bootstrap classes are very much in competition with each other in the contest for the class with the best work habits. So far, one class takes only four minutes to get study materials and settle down to work. The reward for such diligence? A swim party at Mrs. Arneson's house.

For more information contact: Montgomery Middle School, Cajon Valley School District, 1570 Melody Lane, El Cajon CA 92021; 440-2305.

**ESCONDIDO: It's Your Future—Take It or Leave It**

A sixteen-year-old who looks like your daughter or the girl next door is handcuffed, searched, fingerprinted, and photographed. She's locked in a cell after having been granted a phone call to her mother. Her crime? Shoplifting.

Cal Whetzel's class in distributive education at San Pasqual High School has created this scenario for a slide show on shoplifting—part of a project for which their chapter of DECA (Distributive Education Clubs of America) has received national attention and commendation. The Shoplifting Prevention Team—which includes such students as Mandy Jarlett, Annette Jackle, and Dave Hines—make their half-hour presentation to elementary school children throughout San Diego County. Before the slide show, the team acquaints the school children with the crime, the penalties that go along with it, how parents must pay for the crime through higher prices, and how it affects the system of free enterprise. After the slide show, the children are encouraged to ask questions.

In the classroom the teachers follow up the presentation with an anonymous questionnaire on shoplifting. To date, the data gathered from over 2,000 questionnaires gathered by San Pasqual DECA members indicate that 42 percent of all 10-year-olds have shoplifted, and a whopping 82 percent of all 14-year-olds admit to the crime.

The team focuses its attentions on the elementary grades, especially the fourth and fifth grades, because these are the crucial ages. Attitudes can still be changed then, but by junior high school a pattern of thinking has developed that is difficult to break.

Whetzel and the members of the community share the success of his students in this project. The Escondido Police Department, the County Sheriff's office, Sears Roebuck, and a local radio station have helped the students make the slide show. Other community organizations who have managed many successful educational ventures on very little capital have encouraged the DECA group.

For more information contact: San Pasqual High School, Escondido Union High School District, 3300 Bear Valley Parkway South, Escondido CA 92025; 747-3300.

SWEETWATER: In Stride

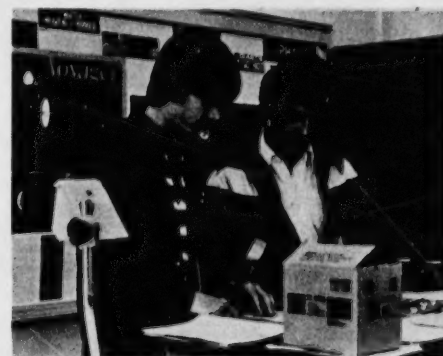
"There were too many kids falling behind in basic skills," says reading and geography teacher Beverly Trease. "They just kept getting behind and behind." That was the reason for Project STRIDE (Success Through Reliance In Daily Effort) at National Junior High School, explains program coordinator Ed Reed. Although the students are told immediately why they have been selected, a lot of care is taken to assure them that no stigma attaches to the program. "It's like walking down a street with a friend," say the teachers. "You stop to go into a store, and your friend walks on. You're behind him now, but there's no reason why you can't catch up."

The program participants are seventh graders, about sixty of them, who are from one to three levels below grade in reading, writing, and arithmetic. There is one teacher for each of the subjects, and all teachers will follow the students through grades eight and nine. Suzanne Mueller teaches English, Reed handles the math, and Trease combines reading skills development with geography materials, so that students do not miss out on what is being studied by their peers.

Besides attending these classes, the students spend a fourth period together called independent study. It was devised to treat various academic problems as they arise, such as handwriting, or to treat subjects of special interest, such as bike repair or cosmetics. The combined class of sixty is divided into sixteen teams, each headed by a captain selected by the teachers. The captain has several responsibilities: seeing that the group attacks the assignments, conducting small-scale group workshops, and even making sure that each team member completes his or her work. When study activities demand that the group as a whole be broken up into smaller units, the teams remain intact. A round-robin schedule allows for interaction among the different teams. In that way, the "Geniuses at Work" team doesn't always play with "Rose and Co."

The program emphasis is not on teaching gimmicks, as the teaching team is quick to point out. The emphasis is on solid attention to the students' work in an atmosphere of caring that's almost like an extended family relationship. All teachers are in close contact with each other about every student's progress, and the STRIDE people are able to achieve the intimacy of a community within a school. Many of the students have made the Citizenship Honor Roll—attesting to an admirable level of success.

For more information contact: National City Junior High School, Sweetwater Union High School District, 1701 D Avenue, National City CA 92050; 477-9379.





SAN DIEGO: Earn While You Learn

The doors at Wright Brothers Career High School open onto the real world of work. In fact, says Principal Garold Spitler, students cannot graduate from this high school without work experience credit. The school is designed for career orientation. The students complete the requirements for a high school diploma, of course, but in addition to the usual secondary offerings, they are involved in one of six "career clusters." These clusters—construction, building maintenance and repair, marketing and distribution, community and personal services, urban agriculture, and business-office occupations—offer a wide variety of specific training; from small animal care to welding. The school even has a "commercial venture" which goes by the impressive name of Wright Bros. Manufacturing Co. It makes shelves and bookcases for other schools in the district. The construction cluster also has a semicommercial arrangement with the Veterans Administration. The students are refurbishing a duplex fixer-upper that will later go on the market.

The priority here is occupational training. The students receive careful, individualized counseling and career guidance from counselors who are on top of current job trends, on-the-job training programs, and job placement information. The report cards at Wright are like monthly paychecks. A daily attendance ledger and a grade go home with the students every month and show how much

of the "job" is completed. Students can also finish their job early. If they have a satisfactory combination of training hours completed and skill level attained, they are given credit for the course.

The Wright Brothers Information Center is in operation on Wednesdays and Fridays for visiting parents and students who are considering attending the magnet school. Visitors see a film explaining the career concept of the school and are then taken on a tour of the campus by enthusiastic members of the student body. Says one student guide, "The great thing about this school is that you know everybody three weeks after school begins. And the teachers here are really interested in you."

For more information contact: Wright Brothers Career High School, San Diego Unified School District, 1110 Carolina Lane, San Diego CA 92102; 263-2271.

GROSSMONT: Competency Complex

The English Department at Mount Miguel High School is tackling the competency problem head-on. It is the only school in the Grossmont District that has designed its curriculum based on competency demands. The English teachers anticipated the mandate of AB 3408 by several years. In 1972, they voluntarily decided to revise the curriculum to provide an orderly, sequential schedule of courses. They agreed that there had been too little coordination of the English classes.

When it became clear that the district would have to provide competency examinations and the curriculum to accompany them, the department was therefore not unprepared. A summer workshop produced a new program, instructional packets, and competency tests.

The curriculum, explains resource teacher George Albert, has three phases. Each phase consists of one writing semester and one reading semester. The first phase consists of elementary English instruction, such as in the parts of speech and the components of the sentence, as well as the establishment of a basic sight vocabulary. The second phase of the program, called Level I, covers more complicated grammar and reading material from the mass media. The third phase, Level II, deals with formal composition and an introduction to literary genres.

The district competency exams are also divided into writing skills and reading skills. The writing skills portion consists of five areas: sentences, paragraph copying, composition, reference skills, and grammar. Reading skills are tested in seven areas: sight vocabulary, structure, context, detail, direction-following, sequence, and critical reading.

Every student must pass these exams with 70 percent accuracy, but the emphasis is not on the number or kinds of courses the students must take. The students may challenge each test, and if they pass need not take the course work. All students must, however, take the required number of units to graduate from high school.

For more information contact: Mount Miguel High School, Grossmont Union High School District, 1800 Sweetwater Road, Spring Valley CA 92077; 463-5551.



LA MESA: Project STOP

Police departments have traditionally helped with traffic safety instruction, but schools in the La Mesa-Spring Valley District learn more than to stop, look, and listen when crossing the street. Officer Chuck Braddy of the La Mesa Police Department and approximately sixty-five students from Parkway Junior High School and La Mesa Junior High join forces to study and make presentations on various topics concerning law enforcement. Junior high students make the presentations to fifth graders in the district's elementary schools.

The four areas covered by the presentations are of particular concern to school children: drug abuse, bicycle safety, reading road signs, and vandalism. The drug abuse program features a drug sample kit that shows what the different drugs look like. A fifth program will be added next year which deals with respect for authority and for property. Each program consists of a film, an engaging puppet show, and a question and answer period. The fifth graders get to role-play in dramatic situations that drive home a lesson in the day's presentation. The STOP program, says Braddy, stresses the importance of not succumbing to peer-group pressure.

STOP began in 1974 when the La Mesa Police Department bought several "Crime Prevention Units" from the California Attorney General's Office to present to district schools. Seventh and eighth graders were selected from the junior high school for participation in the training program. The students were divided into STOP teams, each of which specialized in a particular area. The teams now give eighty-one presentations of forty-five minutes apiece during the school year—on a shoestring budget made threadbare by Proposition 13.

There is an extraordinary footnote to the STOP story. Every school in the program showed a decrease in vandalism last year.

For more information contact: Parkway Junior High School, La Mesa-Spring Valley School District, 9009 Park Plaza Drive, La Mesa CA 92041; 463-9846.

APPENDIX IV

BIBLIOGRAPHIES

COMPETENCY BASED EDUCATION IN CALIFORNIA
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